EARL WARREN COLLEGE
GENERAL EDUCATION SELF-STUDY REPORT
FALL 2012

We at Warren College appreciate this opportunity to examine our academic plan and general-education requirements. As this is our first review, we cannot compare this to any previous document.

Warren College, founded as Fourth College in 1974, dubbed itself the "pre-professional college" in an attempt to differentiate, by identity and academic practice, from the three existing colleges. One can understand something of the evolution of all six colleges' core courses and corresponding self-identities by noting the years in which they were founded, as each addressed the educational and cultural zeitgeist at the time of its establishment. By 1974, with the tumult of the sixties waning, the founders of Warren determined that the campus needed an alternative to the eclectic approach to general education available to students at Muir and the politicized core at Third. While Revelle required a sturdy foundation of humanities and science courses, its six-quarter Humanities sequence (later reduced to five quarters) created a potential braking effect on the time-to-degree for the growing number of engineering students on campus. As a result, a more pragmatic approach was undertaken for the GEs at Warren. "Pre-professional" was in tune with the tenor of the mid-1970s and the growing trend toward actively preparing students for careers. Warren's writing program was modeled upon Muir's, i.e., a stand-alone two-quarter writing sequence, as opposed to the model of "embedded-in-a-larger-thematically-organized-core-program" writing courses used at Revelle and Third Colleges. The larger set of GE requirements was designed to allow students flexibility in crafting their own academic pathways, in large part so as to mitigate the potential for degree delays that could be caused by long college-sponsored sequences. This will be discussed in greater detail below in the section on Area Studies requirements for BS engineering students at Warren. In 2004, when Steven Adler was appointed provost, the college undertook an informal self-examination and decided to stop using "pre-professional" as a college descriptor. The term had largely ceased to mean what it likely had thirty years before, and the argument could easily be made that each college at UCSD trained many of its students for some type of career and hoped to inculcate the notion of "professionalism" in broad terms. We also found that pre-professional's implications of "training," as opposed to "education," reinforced a commonly-held notion that Warren is the "engineering college," an unfortunate, but in some ways apt, moniker that continues to be used by many students and faculty because of the dispensation on GE requirements for BS engineering majors at Warren.

In 1977, Fourth College was named in honor of former Chief Justice Earl Warren as a tribute to California's most popular (three-term) governor in the twentieth century and his signal accomplishments on the national bench. As Warren biographer James S. Newton observed in his 2006 *Justice for All: Earl Warren and the Nation He Made*, "For Warren, no struggle was as personally or professionally defining as his labor for balance…" (Newton, 6). It was this striving for balance that was adopted as the foundation for Warren: in its logo of the scales of justice; in its motto, "Toward a Life in Balance"; and in the formulation of its general-education requirements. Balance has served as a guiding precept for the college, not only in our GEs, but in our programs, activities, and administrative functions.

GENERAL-EDUCATION REQUIREMENTS

Warren's approach to balance can be seen most clearly in its GE requirements, particularly for students who enter as freshmen or otherwise do not satisfy any number of transfer-agreement protocols. These are discussed below; transfer student GEs are discussed subsequently. The GEs were designed with an eye toward flexibility and choice within the natural constraints imposed by the desire for both breadth and depth in the requirements and complementarity with the student's major(s). We believe that our requirements produce thoughtful students who are prepared for the range of disciplinary endeavors available at UCSD and beyond. Our most recent graduation rate data for four and six-year completion of the bachelor's degree are 58% and 88% respectively, the second-highest among the six colleges (slightly behind Muir College). This is an impressive statistic, given the large number of engineering students at Warren (more on this below).

At Warren, all major subjects are assigned to one of three categories for the purposes of defining a GE curriculum for each student: Humanities & Fine Arts; Social Sciences; and Natural Sciences, Math, & Engineering. However, the foundation of Warren's requirements, as at the other colleges, lies in its writing courses and other core classes that create the college's academic identity. As a complement to our required two-course sequence in writing, and given Earl Warren's commitment to societal change through the bully pulpit of the Supreme Court, the college faculty created a course in Ethics and Society (see below; this requirement is now two courses). The faculty believes that these courses contribute to the development of an ethical student-scholar, which is a constant lodestar for our academic plan.

In Fall 2012, the Warren College Executive Committee of the Faculty (see below, Operations) initiated a discussion of ways in which the college's general-education requirements could incorporate some elements of the ten High Impact Practices (HIPs), identified by the Association of American Colleges and Universities as "practices that research demonstrates have an impact on student learning outcomes and progress toward graduation." While the college already utilizes some HIPs, such as common intellectual experiences, writing-intensive courses, and diversity (see below, Warren Writing Program, Ethics and Society, and Diversity sections), and actively encourages our students to participate in others, like undergraduate research, study abroad, service learning, and internships, we might identify ways to fashion the GEs so that all Warren students can take advantage of more HIPs. Of particular interest to the executive committee is examining ways to link students' GE requirements with their career goals (which in some ironic fashion links us back to our original sobriquet of the "pre-professional" college). We will continue these discussions during this academic year, because we acknowledge that GE requirements can evolve in parallel with new research in effective student learning and can reflect the larger evolutionary trends in higher-education pedagogical practices.

Warren Writing

Regardless of the major, all entering freshmen who have fulfilled the Entry Level Writing Requirement must complete two courses in argumentative academic writing, WCWP 10A and 10B (both for a letter grade). The writing program operates from the belief that the teaching of academic argumentation connects writing instruction to the educational mission of the college and is an effective means to teach a variety of intellectual practices that are common across disciplines.

Our writing courses are taught, typically, in 15-student workshop classes with a graduate Teaching Assistant as the classroom instructor; these classes are not sections of a larger lecture course. The courses are devised and overseen—and the TAs rigorously guided and supervised—by the director of Warren Writing, a position that has been vacant since the 2010 departure of Professor Linda Brodkey, the incumbent since 1992. The college's search for a replacement, placed on hold for almost two years due to both budgetary constraints and campus-wide deliberations concerning the nature of the colleges' writing director's academic appointments, will, we hope, conclude by the end of this academic year, as a search is underway. The two courses employ topics relating to ethical argumentation as a springboard to later core courses in Ethics and Society, and utilize peer evaluation and several draft iterations throughout the quarter(s) to build confidence and skills in structure, research methodologies, academic integrity, and other necessary tools. Topics currently employed are "Language, Society, and the Academy" in 10A in 2012-13, which relies on readings from V. S. Ramachandran's *A Brief Tour of Human Consciousness* and a set of essays about language, science, and the academy. In 10A, per this year's course description, "students learn to summarize academic argumentation, establish a claim, use premises and evidence to support a claim, cite sources, and revise their work." This year's 10B title, "Medicine, Morality, and Justice," provides both a natural continuation of the work commenced in 10A and an intentional thematic bridge to Ethics and Society. It employs Rebecca Skloot's *The Immortal Life of Henrietta Lacks* as the centerpiece of its reading material.

We have recently revised the learning outcomes for Warren Writing and are in the process of revising our syllabi to reflect these new outcomes:

• To analyze academic arguments and make thoughtful decisions and connections based on that analysis
• To practice all aspects of the writing process
• To generate ideas for writing using a variety of processes
• To make a claim that is informed by multiple sources
• To incorporate premises and evidence to support a claim
• To cite sources appropriately (according to academic conventions and university policies)
• To integrate sources effectively (use sources in support of one's own position)
• To use various kinds of feedback to revise effectively
• To develop the ability to reflect on one's own thinking and writing and to use what is learned on future writing projects.

The revision of the learning outcomes is part of a larger effort to rethink the Warren Writing curriculum. We revised the way we approach the teaching of academic argumentation subsequent to the departure of Professor Brodkey. An internal study of student writing led the program to change its course materials from an approach based on the work of Steven Toulmin to the one outlined by Anthony Weston in *A Rulebook for Arguments*. Also, the first course in the sequence now explicitly introduces students to academic research by discussing language and representation, definitions of science, and academic integrity. The program has also revised its curriculum to promote a more meaningful connection between the Warren College Writing Program and the Warren College Ethics and Society requirement.

Looking ahead, it will be more important than ever to develop the curriculum in Warren Writing in ways that offer positive learning opportunities for all students. Now, more than in the past, students bring to UCSD a diversity of writing experiences and preparation for academic work. We cannot assume that certain skills, genres, etc., were learned in high school or previous institutions. While we have always had populations of students with differing levels of academic preparedness, we have begun more explicitly to design assignments and course materials that provide meaningful challenges and opportunities for the advanced writers but that also are accessible to a growing population of students who face significant barriers to academic success.

Ethics and Society

Subsequent to successful completion of Warren Writing 10A and 10B, students take two classes in Ethics and Society, taught by faculty from the departments of Philosophy and Political Science, PHIL 27 and 28 or POLI 27 and 28 (both for a letter grade). For many years, the requirement was a one-course offering, PHIL/POLI 27 (the cross-listings for both courses were decoupled this year at the request of the two departments' chairs, in order to oversee more effectively the appointment and supervision of department-specific graduate students as TAs, thereby avoiding departmental TA horse-trading necessitated by cross-listing). The initial course was created in the mid-1980s at the urging of then-provost David Wong by Professor Jerry Doppelt of Philosophy and Professor Tracey Strong of Political Science in order to provide the students with an ethics-writing course to augment what they learned in Warren Writing. In 2006, the college faculty began an internal review of our GEs and determined that a second course to complement the first would reiterate the importance of ethical behavior and create a greater shared academic experience for our students. This resulted in the creation of PHIL/POLI 28, the second Ethics and Society class. We should note here that the impetus to create this second course came from students, who believed that a second class would underscore the importance of the topic.

Currently all lecture classes of 27 and one of 28 are taught by Philosophy faculty—Professors Saba Bazargan, Jerry Doppelt, and Sam Rickless—and one 28 offering is taught by Professor Ellen Comisso of Political Science. The Department of Philosophy is currently (2012-'13) searching for a Lecturer with Potential for Security of Employment who is an ethicist; a successful search will enable us to offer additional tracks of 27 and 28 beyond the two of each offered annually. Students must complete WCWP 10A and 10B before taking 27 and 28, which in turn must be taken in sequence; 27 serves as an introduction to ethics and society, while 28 is

a topics class that rotates depending upon the inclination and/or expertise of the instructor. Recent 28 topics have included "The Ethics of War" and "Business Ethics."

Phil 27 and 28 are rigorous courses designed to help students acquire the ability to argue, rationally and from a position of objectivity, for and against positions on critical issues of social, ethical, and political importance, including the morality of euthanasia, abortion, killing in war, and aid to the distant needy. Students learn how to understand, analyze, and evaluate deductive arguments for validity (whether the conclusion follows logically from the premises) and soundness (whether the argument is valid and its premises are in fact true). They are required to write tightly argued, concise prose that is aimed at defending a thesis of normative significance, not on the basis of feelings or subjective reactions, but on the basis of considerations that could in principle be the objects of intersubjective agreement. Students are given the opportunity to discuss these issues and defend their own opinions openly in an atmosphere of mutual respect and tolerance in TA-led sections that are an integral and required component of the course. The core abilities and competencies students acquire are the ability to read, understand, evaluate, analyze, and write precise argumentative prose, and the ability to express and defend their own opinions clearly and distinctly. These are core competencies because they are required of every thinking, rational participant in a vibrant democracy.

Relationship Between Warren Writing and Ethics and Society

The writing sequence and Ethics and Society course were initially designed as two separate, unrelated requirements. While college-level writing is a system-wide requirement, the Warren faculty believed that a core course—namely, Ethics and Society—would provide the students with a necessary touchstone for ethical conduct in the "professions" that they would eventually pursue.

As noted above, Warren Writing has begun to create a more organic connection in its subject matter to topics covered in the Ethics and Society classes. Looking ahead, a more specific articulation of shared pedagogical goals for Warren Writing and Ethics and Society would strengthen Warren College's core sequence. We are committed to the notion of teaching at least the first course in writing in its current stand-alone format, but we have questioned whether students could not equally be well-served by a three-course sequence of one stand-alone writing course followed by two Ethics and Society classes, with the first a six-unit course with a writing section attached. This would create a hybrid approach to writing instruction, marrying the current Warren model of two stand-alone writing courses with the approach employed at Revelle, Marshall, Roosevelt, and Sixth, in which both writing courses are embedded in larger thematically-organized lecture sequences. In order to arrive at such a restructuring as a seamless three-quarter sequence, however, the departments of Philosophy and Political Science and Warren College would need to collaborate on a new administrative model for these courses.

Programs of Concentration and Area Studies Overview

In order to create balance in our students' studies, all Warren students must complete two focused groups of classes beyond the major. This approach invokes the strengths of a traditional liberal-arts requirement that allows students latitude in identifying courses and subjects of

interest, while also ensuring a degree of disciplinary concentration. A major benefit of this requirement is its ability to offer the students an introduction to other academic paths beyond the major, which is most helpful when students decide (as many do) to switch majors.

Programs of Concentration (for students entering as freshmen or transfers students lacking a completed transfer agreement)

Those students who are not enrolled as BS engineering majors must complete two Programs of Concentration, or PofCs; BS engineering majors must complete two Area Studies. As noted earlier, for the purpose of determining PofCs and Area Studies, all majors are categorized by Warren as Humanities & Fine Arts; Social Sciences; and Natural Sciences, Math & Engineering. The purpose of the PofCs is to afford students the opportunity to complement their major study/ies by delving into two additional areas of inquiry. The two PofCs—six courses each, with a minimum of three upper-division courses—were conceived as "mini-minors" (a minor typically requires seven courses), and students had to complete one PofC in each of the two "silos" outside of their majors. For example, a psychology major—which is found in Social Sciences—would complete one PofC in Humanities & Fine Arts and one in Natural Sciences, Math & Engineering. A minor or a second major in either area would also fulfill a PofC requirement. A double-major in history and political science would require only one PofC, in Natural Science, etc. However, a double major in chemistry and biology would still require the completion of PofCs in both the Social Sciences and Humanities & Fine Arts.

Over the decades, a large number of non-departmental, or in many cases non-discipline-specific, "Specialized" PofCs sprang up. Some examples in Humanities & Fine Arts are "Foreign Language and Culture," "Health Care-Social Issues," and the most generic: "Humanities." In Social Sciences, we find "Business," "Foreign Language and Culture," and again, a generic "Perspectives in Social Science." Natural Sciences, Math & Engineering features the accessible-and-friendly-to-non-science-majors PofCs, "Science and Technology" and "Fundamentals of Biology, the only PofCs that can be completed by taking all lower-division courses (predicated upon an assumption that most upper-division science and engineering courses are too difficult for non-majors). While these PofCs allow students freedom to graze over wider terrain, they lose some disciplinary depth. The initial vision of two mini-minors had, over time, eroded to the point where many students were taking two of these "smorgasbord" PofCs, as we informally refer to them. As a result, the faculty enacted a new requirement that students can take only one smorgasbord PofC; the other must be discipline specific. This allows for a viable degree of both horizontal and vertical approaches. We keep refining the PofC guidelines as new programs—Rady's business and accounting minors, for example—receive Senate approval for the general campus.

Successful completion of appropriate Advanced Placement classes may fulfill all lower-division course requirements for each PofC. However, AP courses cannot be used to satisfy the writing courses or Ethics and Society courses, all of which must be completed at UCSD for a letter grade.

As noted in our published learning outcomes, the Programs of Concentration:

• Ensure that students will have a significant exposure to subject matter disciplines outside their primary area of study

• Demonstrate basic knowledge about the richness of our cultural heritage from a variety of educational perspectives including history, literature, music, philosophy, theatre and dance, or visual arts

• Develop appreciation and understanding of the complexities of the human experience through a variety of disciplines: Anthropology, Communication, Economics, Ethnic Studies, Human Development, Linguistics, Political Science, Psychology, Sociology, and Urban Studies and Planning

• Comprehend and gain broad general knowledge about biological and natural sciences including chemistry, physics, environmental sciences, and oceanography, and the application of basic technical skills.

Area Studies (for B.S. engineers)

For BS engineering students, Warren created the Area Studies requirement. In theory it echoes the PofC requirement, but in practice it differs in one significant fashion: each Area Study comprises only three courses (minimum). The original architecture of the requirement was a base of two lower-division courses topped by one upper-division course. However, in 2006, the faculty decided—in part due to the increased number of AP courses students completed in high school—that it was not in our engineering students' best interest to fulfill a minimum GE requirement of only two upper-division courses beyond required science/engineering courses. The faculty agreed to invert the pyramid, requiring a minimum of two upper-division courses in each area, or four courses total.

Warren College is the only college at UCSD to allow engineering students a dispensation in general-education classes; engineers at all other colleges must complete all college GEs. As a result, Warren is by far the most popular college for engineers; if UCSD Admissions did not assign new students to colleges with an eye toward some degree of disciplinary equity across the colleges, it is likely that an incoming Warren freshman class would be composed of all engineers. In 2011, 45% of our total incoming freshman class had declared themselves as engineering majors upon application (276 of 607 students). While these numbers shift naturally over a four or five-year period, Warren does graduate a considerable number of engineers: in 2010-11, Warren graduated 256 engineering majors, or 31.3% of all campus engineering majors (the closest college, Sixth, accounted for 17.6%).[1] Time-to-degree data indicate that Warren students graduate at a more rapid pace than engineers in any other college. The time-to-degree for Warren engineers was 13.3 quarters; the next closest college was Roosevelt at 13.6. However, Warren engineers' mean units were 229, only seven fewer than engineers completed at

[1] While the number of students who graduated as engineers is only 20 fewer than those who entered in this instance, a larger number of freshmen actually change to other majors; the relatively small differential noted here reflects in some part the number of transfer students who enter and graduate as engineers.

Marshall, whose students graduated in 13.7 quarters. These data lead us to ask: should Warren engineers be required to take more GE courses? It could conceivably slow the mean time-to-degree by some weeks, but several engineering professors have said that the most salient factor affecting time-to-degree for engineers is students' ability to start (and complete) required engineering sequences at the appropriate points in their studies. Given the preponderance of science and engineering courses that engineering students must take, will the addition of some number of courses in the arts/humanities and social sciences add a more valuable component to engineers' education? Other than concerns about time-to-degree, which as we noted earlier is a speculative point given the data, is there any reason that engineers should not take a similar (or the same) number of classes as other Warren students—and as engineers at the other colleges—do? And if Warren should decide to add requirements for the engineers, can we create curricular pathways that support and intelligently complement these students' major studies?

As our WASC learning outcomes note, Area Studies are designed with the same learning outcomes as those of the PofC (absent the focus on science).

Formal Skills

All Warren students are required to complete two courses in formal skills, chosen from calculus, logic, programming, and statistics. Students may complete these courses within their major requirements or, since 2008, as part of their PofCs. As noted in our learning outcomes, these courses "require students to develop skills in problem-solving and quantitative reasoning using mathematical or symbolic concepts and techniques." They provide a neat disciplinary balance to the two-course requirement of Warren Writing.

Diversity Requirement

Until 2011, Warren had a GE requirement of one course in U.S. Cultural Diversity, which could be fulfilled by completing one of more than 200 courses campus-wide. This requirement was eliminated last year as a result of the campus-wide adoption of a graduation requirement of one course in Diversity, Equity, and Inclusion.

Transfer Student Requirements

Transfer students who complete a transfer agreement from another UC campus or California community college generally fulfill their lower-division GE requirements upon matriculation at UCSD. The only requirement for these students is completion of three upper-division courses non-contiguous to their major area, utilizing the same three silos that are used for freshman GE requirements. For these students, all three courses may be chosen from the same silo (and from the same department). This requirement was created so that these students would be exposed to upper-division coursework to complement their major.

We have recently discussed at Warren the wisdom of initiating an upper-division transfer writing requirement for all transfer students who have otherwise fulfilled their lower-division requirements, similar in structure to the transfer writing course at Muir College. We have discovered that many of UCSD's articulation agreements with community colleges provide for

the acceptance of writing courses that do not stress academic argumentation, or that require considerably fewer assignments than Warren. Many of our transfer students enter with little to no understanding of how to write a paper that depends upon solid research, responsible citations, and clarity of analysis. They later flounder in upper-division coursework at UCSD. Should Warren pursue this, the new writing course would likely replace one of the three upper-division non-contiguous courses currently required so that no additional units are required.

Transfer students who do not complete their lower-division requirements elsewhere must complete all lower-division coursework at Warren College, including Warren Writing and Ethics and Society, unless they can demonstrate that certain classes at their previous institution fulfill specific Warren requirements.

ACADEMIC ADVISING

The Warren College academic advising staff supports students in their academic pursuits from the point of admission through graduation. The responsibilities of the advising staff and the nature of the services provided range from enrollment assistance to enforcement of academic regulations and policies and certifying degree requirements. The advising staff provides personal and meaningful guidance to help students maximize their academic potential while upholding university and college academic requirements, regulations, and policies. To this end, the staff continually evaluates services, practices, and information for optimal efficiency, accuracy, and effectiveness.

The following is an overview of the structure, functions, and primary services of the Warren Academic Advising Office.

Structure and Operations

The advising staff includes the dean of academic advising, assistant dean of academic advising, six academic counselors, and one assistant academic counselor. Peer counselors are also available to meet with certain populations of students.

Students can communicate with the advising staff during designated walk-in advising hours, by appointment, via Live Chat (an instant messaging program designed for advising), or through the Virtual Advising Center (VAC). All communications, including notes on in-person advisor-student conversations, are documented by staff in the Virtual Advising Center, forming an ongoing electronic advising record which is also shared by academic department advisors. Additionally, the advising office communicates academic information to students through various modes comprising the college website, the academic advising student guide, videos, social media pages, newsletters, and workshops.

Academic Planning

Students are provided with academic planning guidance on a variety of considerations including choosing or changing a major, whether or not to declare a minor, and the possibility of adding a double major. The academic counselors assist with the development of a quarterly and/or yearly

academic plan (including major and GE courses) to achieve those goals. In partnership with the academic department advisors, college academic counselors also create four-year plans for students to use as a guide.

Additionally, students are advised on the general-education requirements including the various options for the programs of concentration, area studies, and non-contiguous courses (transfer students). The advising staff monitors these requirements for compliance and completion. Any requests for exceptions to the college requirements are reviewed by the advising staff.

Referrals and Partnerships

Given the decentralized structure of UCSD, academic counselors often help students identify resources and other offices for support and guidance. These referrals include Counseling and Psychological Services (CAPS), the Office for Students with Disabilities (OSD), Career Services, Student Health, the International Center, Financial Aid, and the Office for Academic Support and Instructional Services (OASIS), and the new UCSD Writing Center.

Increasingly, the advising staff plays a critical role in identifying students of concern and following up with the students and/or other offices. The Advising office works closely with our Student Affairs office (as well as our Residential Life and CAPS units) to provide support and assistance to these students.

The advising office also partners with other offices and programs on campus to provide support to specific populations. Examples include the Summer Bridge program, the OASIS Learning Communities, the Veteran Student Services orientation, and International Center programs.

New Student Advising

The advising staff prepares a number of resources and provides personalized advising for incoming freshmen and transfer students to aid them in their transition to UCSD. This consists of the creation of a new student website, videos, and newsletters. Academic counselors also review each incoming student's academic background and provide course recommendations specific to that student's academic plan. New students also have the opportunity to communicate electronically with the academic counselors prior to their first enrollment period using a tool called E-Advising. Finally, the academic counselors present a comprehensive overview of the requirements, policies, and resources at the new student orientation programs just prior to the first day of classes.

In collaboration with other offices in the college, the advising staff also participates in the yearlong planning efforts for the new student and parent orientation programs.

Transfer Student Advising

In addition to the services mentioned above, transfer students are offered support and guidance on issues that tend to pertain more to this population, including balancing work and family obligations with school, transition challenges, and institutional differences. Academic

counselors help transfer students understand their general-education requirement path, which is based on whether or not they have completed a transfer agreement (IGETC, IGETCP, TAG, and UC Reciprocity).

Degree Progress and Graduation

The advising staff plays a key role in helping students track their progress toward graduation. In addition to providing progress updates to students upon request, the academic counselors ensure that the Degree Audit Reporting System (DARS) accurately reflects all of the nuances of the college requirements. The DARS audit is utilized throughout a student's academic career and it is the mechanism that the counselors use as they certify the completion of the college requirements when a student applies for graduation. This process is a coordinated effort between the academic departments, colleges, and the registrar's office.

Transactional Processes

There are a number of university processes, including those for financial aid, programs abroad, and veteran student benefits, for which the college academic counselors serve as endorsers and/or approvers of students' academic plans.

The advising office receives and approves part-time status applications and requests for withdrawal from the university. Guidance is provided to students considering these options and any exceptions to these processes or deadlines are managed by the dean of advising. Other enrollment exceptions handled by the advising staff include special study approvals and requests to exceed 22 units in a quarter.

Enforcement of Academic Regulations and Policies

The advising office is responsible for monitoring academic standing, communicating with those students who are not in good standing, and coordinating the disqualification and appeals process for those who have not met the standard. Quarterly notices are sent to students who are not in good standing, informing them of their academic status, the requirements to return to good standing, and resources that may aid them in those efforts.

The College advising office also receives many inquiries regarding exceptions to university policy. The advising office provides guidance to students on these issues and informs them of the process. For those petitions approved by the departments and forwarded to the college, the advising staff researches the matter, gathers relevant information, and prepares petitions for the provost's review.

The advising office also tracks the progress of students who have not fulfilled the Entry Level Writing Requirement (ELWR) and communicates with the students accordingly to help them understand the expectations and connect them with resources.

The maximum unit regulation is enforced by the colleges and involves a quarterly review to identify students who may approach the maximum unit limitation and to help the students develop a plan to complete their degree.

The dean of advising also reviews requests to enroll in a course that a student has previously failed two or more times.

Readmission

Any student who left the university while not in good academic standing must receive approval from the college as a condition for readmission. The dean or assistant dean meets with all students who were previously disqualified to discuss their situation and assess their readiness to return. All other students not in good standing are required to meet with an academic counselor to help them transition back to UCSD.

Impact of the General-Education Requirements on the Greater Campus

The college works carefully and intentionally with other stakeholders in crafting the general-education structure for the campus. All six colleges' provosts and deans of advising collaborate to provide a range of options for our students and discuss how the adoption of a new GE requirement will affect campus resources.

The Warren Writing Program could benefit from a different TA contract model. Currently, the program cannot accommodate all entering freshmen in fall quarter because the TA contract requires the college to employ the TAs for three quarters, even though the sequence is only two quarters. If all TAs taught 10A in fall and 10B in winter to all new freshmen, there would be very little need for their services in spring, other than a few sections of 10A to accommodate students who had passed the ELWR subsequent to enrolling. Currently, we must spread out the teaching of the two courses over three quarters in order to accommodate contractual obligations, resulting in roughly only one-half of our eligible entering freshman class (i.e., those who have satisfied the English Language Writing Requirement) able to take the first quarter of Warren Writing in the fall. Typically, those eligible students who do not find seats in fall are able to enroll in winter and most or all freshmen who make the effort can complete the requirement by the end of their first year. However, we believe that it is pedagogically advantageous for new freshmen to receive writing instruction at the very earliest point in their studies, and we cannot realize this goal with the current TA model. Additionally, the writing program offers our students a first-quarter academic bonding experience, so accommodating more or all of the freshman class is highly desirable from the dual perspectives of academic progress and socialization.

When we inaugurated a second Ethics and Society course (PHIL/POLI 28) in 2010, we did so knowing that the two departments did not have the faculty to teach each class every quarter (27 had been offered typically in F-W-S and often summer). We have offered 27 and 28 only twice each year (a net gain of one course annually taught by the four faculty members currently in this teaching cohort). As noted above, if Philosophy successfully hires a new LPSOE, we may be able to expand the offerings of both courses to a quarterly basis. Because the departments—not

the college—receive student FTE credit for these courses, they benefit directly from the increased enrollments. The expansion of these offerings would be beneficial to all parties, especially if current faculty take sabbaticals and or plan to retire, and Philosophy has indicated its willingness to expand the offering. We are pleased to note that student progress data indicate that students who were timely in completing Warren Writing and Ethics and Society classes were not hampered in their time to degree because of two offerings annually of each course.

The other GE requirements—formal skills and PofCs/Area Studies—impact the rest of the campus to the extent that all the colleges require their students to take some number of courses outside their major. Some of the larger service courses, such as the various calculus series that many of our students take, appear able to handle the student load, although class sizes have expanded. However, we cannot identify the degree to which college requirements contribute to this, as many of these classes serve as requirements for several majors and colleges.

National Standards and Overall Academic Quality

There are no national standards for general education courses; Warren, like all colleges at UCSD, employs traditional notions of general education and its relationship to the major in crafting its requirements. We believe that student flexibility and choice within a balanced framework are important hallmarks of our program, which provides students with a strong intellectual foundation for any major field of study.

We believe that our writing program successfully addresses the goals of the UCSD writing requirement. The workshop environment promotes active discussion and peer evaluation of written assignments, and the rigorous ongoing mentoring of graduate TAs ensures a degree of uniformity in pedagogical approach and in-class methodology across all sections. Student self-evaluations of these courses are, with few exceptions, quite enthusiastic. Our students could benefit from even more writing instruction, however, beyond these courses, and we encourage the campus to examine ways in which writing-across-the-curriculum in upper-division courses can be adopted. We similarly believe that our two Ethics and Society courses provide a necessary framework for the investigation of ethical behavior applicable to all disciplines.

OPERATIONS OF EARL WARREN COLLEGE

Administrative Structure

The college is headed by a provost, a tenured Senate faculty member who reports to the Associate Vice Chancellor for Academic Affairs/Dean of Undergraduate Education. The provost is chief academic and administrative officer and oversees all areas of the college, which variously receive funding from three vice chancellors: Academic Affairs, Student Affairs, and Business and External Affairs. Steven Adler, professor of theatre, is currently serving in his ninth year as provost.

The College comprises several units that address the needs of its ~4,100 students (as of this writing, post-week 3 of Fall 2012, Warren has the highest enrollment of the six colleges). Within the Academic Affairs side of the college are the Provost's office; Academic Advising;

Warren College Writing Program; the Academic Internship Program (which serves the entire campus undergraduate population); and two interdisciplinary minor programs, Health Care-Social Issues and Law and Society, which similarly serve the entire campus. Student Affairs in the College oversees student life, various organizations, student government, and residential life, and also adjudicates academic misconduct and non-academic judicial cases. Residential Life in the College oversees more than 1,200 resident students.

The provost's direct reports include:

1. College operations specialist. Rachel Gregg, who oversees administrative responsibilities for the provost's office, also serves as coordinator of the college honors program and coordinates large-scale events like commencement and the annual DeWitt Higgs Memorial Lecture.

2. Director of the Warren College Writing Program. This position has been vacant since July 2010. The provost is serving as interim director, and a search is underway for a permanent director as a Lecturer with Potential for Security of Employment. The Assistant Director, Holly Bauer, has been critical during this period in devising curriculum and training TAs.

3. Program Representative for Warren Writing and Interdisciplinary Minors: Veronica Pear, a recent graduate TA in the Writing Program, was hired in early November for this position.

4. Dean of Academic Advising. Jacob Lacy oversees a staff of professional advisors, which includes an Assistant Dean (a position that until this month was unfilled for more than three years due to budgetary concerns), six advisors, and an assistant adviser. This staff is responsible for advising the ~4,100 students at the college.

5. Dean of Student Affairs. Paul DeWine supervises an assistant dean, an executive assistant, a program assistant, a coordinator of student activities, and the residential life staff. In addition to supervising college student government and organizations, this unit provides the critical service of adjudicating student behavioral and academic misconduct and counseling students in crisis, often in concert with the advising staff.

Residential Life, which reports to the Dean of Student Affairs, includes a Dean of Residential Life, two assistant deans, a fiscal/facilities manager, and administrative assistant, as well as about three dozen student resident assistants (RAs) and two senior student community coordinators.

Each college also houses a small outpost of professional psychologists staffed by members of Counseling and Psychological Services. Warren currently has a staff psychologist, one post-doc, and two part-time psychologists.

The college now relies on the centralized College Business Office for all HR, budgetary, physical plant, and similar services.

In addition, the Academic Internship Program, serving undergraduates from all six colleges, is housed at Warren College and reports to the provost, who serves as faculty director. A staff

director, assistant director, and two counselors form the permanent staff at AIP. A Faculty Advisory Board, assigned by the Academic Senate's Committee on Committees, provides guidance and creates academic policy for AIP.

Faculty Contributions, Grading, and Teaching Evaluations

Warren faculty contribute in several ways, most concretely by service on the Executive Committee of the Faculty and the Writing Advisory Committee (the first comprises elected representatives, the second by-appointment members). All changes to the academic plan of the college are first discussed and then approved by the executive committee before submission to the Academic Senate. The Ethics and Society faculty—with participation of the provost and the director of the Warren Writing Program—select course topics and curriculum. Ladder-rank faculty members do not teach in the Writing Program, however (although the soon-to-be-appointed LPSOE director will teach one class each quarter).

Warren College has the authority to establish grading policies for Warren Writing courses only, as the rest of our required courses and PofC/Area Studies classes are offered by departments. At Warren, all students must receive a passing letter grade (currently D or higher) in Warren Writing in order to fulfill the two-quarter requirement (Senate policy does not permit a department/college to require a letter-grade-only option in any course, but the college may—and does—require students to take Warren Writing for a letter grade in order to fulfill a GE requirement). Similarly, we require students to receive a grade of D or higher (letter-grade option only) in the two Ethics and Society classes in order to fulfill the college requirement.

Ethics and Society courses are reviewed by students utilizing CAPE; Warren Writing employs an in-house evaluation form that is tailored to the specifics of the writing program.